

**Literacy – Oracy  
across the curriculum  
Foundation Phase**

		Nursery	Reception	Year 1	Year 2
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Speaking	<ul style="list-style-type: none"> <li>express themselves, with accompanying appropriate body language</li> <li>talk about, in simple terms, drawings, models and movements</li> <li>retell, in simple terms, an event or experience</li> <li>speak clearly enough to be understood by adults and peers</li> <li>imitate real life and make believe experiences within role play</li> <li>Welsh-medium statement: show awareness that some sounds change at the beginning of words through nursery rhymes and songs</li> </ul>	<ul style="list-style-type: none"> <li>talk about things from their experience and share information</li> <li>use words, phrases and simple sentences</li> <li>express what they like and dislike</li> <li>speak audibly</li> <li>contribute to role-play activities using relevant language</li> <li>Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>dau gi, y gath</i></li> </ul>	<ul style="list-style-type: none"> <li>express an opinion on familiar subjects</li> <li>talk about things they have made or done, explaining the process</li> <li>include some detail and some relevant vocabulary to extend their ideas or accounts</li> <li>speak audibly, conveying meaning to listeners beyond their friendship group</li> <li>adopt a role using appropriate language</li> <li>Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y ferch</i></li> </ul>	<ul style="list-style-type: none"> <li>express opinions, giving reasons, and provide appropriate answers to questions</li> <li>extend their ideas or accounts by sequencing what they say and including relevant details</li> <li>speak clearly to a range of audiences</li> <li>adopt a specific role, using appropriate language in structured situations</li> <li>Welsh-medium statement: use some mutations that have been practised orally, e.g. <i>y bêl, fy mag, i'r dref</i></li> </ul>
	Listening	<ul style="list-style-type: none"> <li>listen and respond with growing attention and concentration</li> <li>listen and join in with songs, rhymes and stories</li> <li>in simple terms, retell a story or information that they have heard</li> <li>ask an appropriate question about something that has been said</li> </ul>	<ul style="list-style-type: none"> <li>show that they have listened to others, e.g. <i>by drawing a picture</i></li> <li>join in, repeat or memorise rhymes, songs and stories with some support</li> <li>ask questions about something that has been said</li> </ul>	<ul style="list-style-type: none"> <li>listen to others, with growing attention, usually responding appropriately, e.g. <i>carrying out instructions</i></li> <li>join in, repeat or memorise a range of rhymes and songs</li> <li>retell narratives or information that they have heard</li> <li>show understanding of what they have heard by asking questions to find out more information</li> <li>Welsh-medium statement: answer questions usually using the correct formats, e.g. <i>Oes? Oes/Nac oes</i></li> </ul>	<ul style="list-style-type: none"> <li>listen to others with concentration, understanding the main points and asking for clarification if needed</li> <li>retell narratives or information that they have heard, sequencing events correctly</li> <li>show understanding of what they have heard by asking relevant questions to find out specific information</li> <li>Welsh-medium statement: answer questions by using the correct formats, e.g. <i>Ydy? Ydy/Nac ydy</i></li> </ul>
	Collaboration and discussion	<ul style="list-style-type: none"> <li>understand the conventions of conversation and discussion</li> <li>take part in activities alongside others, with some interaction.</li> </ul>	<ul style="list-style-type: none"> <li>exchange ideas in one-to-one and small group discussions, e.g. <i>with friends</i></li> <li>take part in activities alongside others, with some interaction.</li> </ul>	<ul style="list-style-type: none"> <li>contribute to conversations and respond to others, taking turns when prompted</li> <li>take part in activities with others and talk about what they are doing.</li> </ul>	<ul style="list-style-type: none"> <li>contribute to discussion, keeping a focus on the topic and taking turns to speak</li> <li>share activities and information to complete a task.</li> </ul>

**Literacy – Oracy  
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Key Stage 2**

		Year 3	Year 4	Year 5	Year 6
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
<b>Developing and presenting information and ideas</b>	<b>Speaking</b>	<ul style="list-style-type: none"> <li>explain information and ideas using relevant vocabulary</li> <li>organise what they say so that listeners can understand, e.g. <i>emphasising key points, sequencing an explanation</i></li> <li>speak clearly, varying expression to help listeners</li> <li>use language appropriate to more formal situations, e.g. <i>during an assembly, talking to a visitor</i></li> <li>keep in role and support others in role play</li> <li>Welsh-medium statement: use the most common mutations usually correctly, e.g. <i>y gadair, ar ben</i></li> </ul>	<ul style="list-style-type: none"> <li>explain information and ideas using supportive resources, e.g. <i>on-screen and web-based materials</i></li> <li>organise talk so that different audiences can follow what is being said, e.g. <i>giving background information, providing a brief summary of main points</i></li> <li>adapt talk showing understanding of the differences between informal talk with friends and more extended talk with a wider group</li> <li>explore different situations through role play</li> <li>Welsh-medium statement: use the most common mutations correctly, e.g. <i>fy nghalon</i></li> </ul>	<ul style="list-style-type: none"> <li>explain information and ideas, exploring and using ways to be convincing, e.g. <i>use of vocabulary, gesture, visual aids</i></li> <li>speak clearly, using formal language and projecting voice effectively to a large audience, e.g. <i>event for parents/carers, presentation to visitors</i></li> <li>explore issues and themes through role play</li> <li>Welsh-medium statement: mutate correctly after most prepositions and pronouns, e.g. <i>am funud, dy fam</i></li> </ul>	<ul style="list-style-type: none"> <li>express issues and ideas clearly, using specialist vocabulary and examples</li> <li>speak clearly, using formal language and varying expression, tone and volume, to keep listeners interested</li> <li>explore challenging or contentious issues through sustained role play</li> <li>Welsh-medium statement: mutate correctly after prepositions and pronouns, becoming aware that not every word follows the usual order, e.g. <i>y llinell</i></li> </ul>
	<b>Listening</b>	<ul style="list-style-type: none"> <li>listen carefully and make connections between what they are learning and what they already know</li> <li>check understanding by asking relevant questions or making relevant comments</li> </ul>	<ul style="list-style-type: none"> <li>listen carefully to presentations and show understanding of main points</li> <li>after listening, respond, giving views on what the speaker has said</li> </ul>	<ul style="list-style-type: none"> <li>listen carefully to presentations using techniques to remember the main points, e.g. <i>making notes, summarising</i></li> <li>listen to others, asking questions and responding to both the content and the speakers' viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>listen carefully to presentations and show understanding of the speakers' conclusions or opinions</li> <li>respond to others with questions and comments which focus on reasons, implications and next steps</li> </ul>
	<b>Collaboration and discussion</b>	<ul style="list-style-type: none"> <li>contribute to group discussion, sharing ideas and information</li> <li>use talk purposefully to complete a task in a group.</li> </ul>	<ul style="list-style-type: none"> <li>contribute to group discussion and help everyone take part</li> <li>help a group to reach agreement, e.g. <i>considering reasons or consequences, keeping focus on the topic.</i></li> </ul>	<ul style="list-style-type: none"> <li>contribute to group discussion, taking some responsibility for completing the task well, e.g. <i>introducing relevant ideas, summing up</i></li> <li>build on and develop the ideas of others in group discussions, e.g. <i>by asking questions to explore further, offering more ideas.</i></li> </ul>	<ul style="list-style-type: none"> <li>contribute purposefully to group discussion to achieve agreed outcomes</li> <li>follow up points in group discussions, showing agreement or disagreement giving reasons.</li> </ul>

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Key Stage 3**

		Year 7	Year 8	Year 9
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Speaking	<ul style="list-style-type: none"> <li>present topics and ideas clearly, using formal language and varying what they say and how they say it to interest listeners, <i>e.g. expression, tone of voice, volume</i></li> <li>respond to listeners' questions and comments constructively and in detail</li> <li>argue a convincing case using subject knowledge effectively, <i>e.g. in role or debate</i></li> <li>Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context</li> </ul>	<ul style="list-style-type: none"> <li>present topics and ideas coherently, using techniques effectively, <i>e.g. a clear structure, anecdote to illustrate, plausible conclusions</i></li> <li>respond to others' views positively and appropriately when challenged</li> <li>defend a point of view with information and reasons, <i>e.g. in role or debate</i></li> <li>Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context</li> </ul>	<ul style="list-style-type: none"> <li>present ideas and issues convincingly using a range of techniques for impact, <i>e.g. rhetorical questions, appeals to listeners, gestures</i></li> <li>respond to how listeners are reacting by adapting what they say and how they say it</li> <li>sustain a convincing point of view, anticipating and responding to other perspectives, <i>e.g. in role or debate</i></li> <li>Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context</li> </ul>
	Listening	<ul style="list-style-type: none"> <li>respond thoughtfully to others' ideas, asking pertinent questions</li> <li>listen to explanations of processes, sequences or points of view and identify the main points in order</li> </ul>	<ul style="list-style-type: none"> <li>respond positively and thoughtfully to new ideas and alternative points of view</li> <li>listen to information and ideas (on-screen or live) and identify how evidence is used, <i>e.g. to defend a point of view, or misused, e.g. to mislead by exaggeration</i></li> </ul>	<ul style="list-style-type: none"> <li>consider the relevance and significance of information and ideas presented to them</li> <li>listen to information and ideas and identify how they are presented to promote a particular view point, <i>e.g. use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions</i></li> </ul>
	Collaboration and discussion	<ul style="list-style-type: none"> <li>make a range of contributions to discussions, <i>e.g. leading, encouraging and supporting others</i></li> <li>reach consensus and agree actions in groups, <i>e.g. agreeing a plan, weighing up reasons and evidence.</i></li> </ul>	<ul style="list-style-type: none"> <li>take a range of roles, <i>e.g. organising, initiating actions</i>, in more formal group contexts, <i>e.g. when working with unfamiliar peers or adults</i></li> <li>discuss opposing viewpoints and negotiate ways forward.</li> </ul>	<ul style="list-style-type: none"> <li>take a range of roles in group discussion with greater autonomy, including in more formal situations, <i>e.g. chair, scribe</i></li> <li>recognise a range of options for action and reach agreement to achieve the aims of the group.</li> </ul>

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Key Stage 4

Literacy – Oracy across the curriculum Key Stage 4		Year 10	Year 11	Extension
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Speaking	<ul style="list-style-type: none"> <li>present ideas and issues to meet the demands of different audiences</li> <li>speak fluently, using a range of techniques, expressions and gestures</li> <li>use formal language in a range of contexts</li> <li>respond to how listeners react, and adapt their use of language for different contexts and purposes</li> <li>sustain a convincing point of view, anticipating and responding to other perspectives, e.g. <i>in role or debate</i></li> <li>Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context</li> </ul>	<ul style="list-style-type: none"> <li>present ideas and issues to meet the demands of different audiences</li> <li>speak fluently and confidently, using a range of techniques, expressions and gestures</li> <li>use formal language in a wide range of contexts</li> <li>respond confidently to how listeners react, adapting their language in a wide range of contexts and for different purposes</li> <li>speak from a range of convincing perspectives to meet the demands of different situations, contexts and purposes</li> <li>Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context</li> </ul>	<ul style="list-style-type: none"> <li>select suitable styles and registers in their spoken language</li> <li>prioritise essential detail when communicating complex and demanding subject matter</li> <li>initiate, develop and sustain discussion in group work, showing understanding of complex ideas</li> <li>respond with flexibility to challenge assumptions and develop ideas</li> <li>speak and listen confidently in a range of formal and informal situations.</li> </ul>
	Listening	<ul style="list-style-type: none"> <li>respond to the ideas of others in thoughtful and considerate ways, seeking clarification through appropriate questioning</li> <li>listen to a range of information and ideas from different viewpoints, identifying how different speakers present specific points of view</li> </ul>	<ul style="list-style-type: none"> <li>respond with confidence and sensitivity to the ideas of others in different situations, reflecting on information and ideas and asking relevant questions</li> <li>listen to a range of information and ideas from different viewpoints, identifying how different speakers present specific points of view</li> </ul>	
	Collaboration and discussion	<ul style="list-style-type: none"> <li>adapt talk in a range of roles, including in more formal situations, contexts and purposes, e.g. <i>speaking to larger audiences in a formal debate</i></li> <li>use a range of options and strategies to enable the group to progress and reach agreement.</li> </ul>	<ul style="list-style-type: none"> <li>adapt talk in a range of roles with increasing confidence, including in more challenging and formal situations, contexts and purposes, e.g. <i>presenting a pitch to an external/unfamiliar audience</i></li> <li>use a range of options and strategies to enable the group to progress and reach consensus.</li> </ul>	